

**Texas Education Agency
Standard Application System (SAS)**

2018–2019 Texas 21 st Century Community Learning Centers, Cycle 10, Year 1			
Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	FOR TEA USE ONLY Write NOGA ID Place stamp here <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2018 MAR 29 PM 2:15 GRANTS ADMINISTRATION </div>	
Grant Period:	August 1, 2018 – July 31, 2019		
Application deadline:	5:00 p.m. Central Time, May 1, 2018		
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494		
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov		
Schedule #1—General Information			
Part 1: Applicant Information			
Organization name		County-District #	Amendment #
Cameron ISD		166901	
Vendor ID #	ESC Region #	DUNS #	
1-74-6000478	6	03588428	
Mailing address		City	State ZIP Code
PO Box 712		Cameron	TX 76520
Primary Contact			
First name	M.I.	Last name	Title
Kenneth	L	Driska	CTE Director
Telephone #	Email address		FAX #
254.697.6737	kdriska@cameronisd.net		254.697.2970
Secondary Contact			
First name	M.I.	Last name	Title
Missi		Giesenschlag	Director of Administrative Services
Telephone #	Email address		FAX #
254.697.3512	mgiesenschlag@cameronisd.net		254.697.2448
Part 2: Certification and Incorporation			

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Allan		Sapp	Superintendent
Telephone #		Email address	FAX #
254.697.3512		asapp@cameronisd.net	254.697.2448
Signature (blue ink preferred)			Date signed

Only the legally responsible party may sign this application.

701-18-111-001

Schedule #1—General Information

County-district number or vendor ID: 166901

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal YearStart date (MM/DD): September 1stEnd date (MM/DD): August 31st**Section 2: Applicant Organizations and the Texas Statewide Single Audit**Yes: ☒No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 166901

Amendment # (for amendments only):

Part 1: Required Attachments

No program-related or fiscal-related attachments are required to be submitted with this grant application.

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see [General and Fiscal Guidelines](#), Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 166901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 166901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> • A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday. • A minimum of five days per week for the fall and spring terms. • A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming. • A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year. • Hours dedicated to program activities for adult family members will not count toward student programming.
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 166901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> • Participant and enrollment data will be entered in August or September, depending on the center schedule. • Attendance data will be entered daily or weekly. • Exception reports and data corrections will be completed and reviewed by the project director • Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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By TEA staff person:

Schedule #3—Certification of Shared Services

County-district number or vendor ID: 166901

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)				
County-district number or vendor ID: 166901			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 166901

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
7.	Total direct costs:		\$	\$	\$	\$
8.	<u>Indirect cost</u> (%):		\$	\$	\$	\$
9.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 166901

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 166901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Cameron ISD is seeking resources to systemically target, enhance, engage, and empower our most at risk students by providing an expanding learning time using the Texas ACE blueprint. Needs assessments at the school district and campuses indicate many risk factors for a large percentage of our students. Recent data on academic performance indicates that only 65% of all students Meets Grade Level on all of their State Assessments. The results are worse when you look at certain demographics with only 14% of African Americans, 25% of Economically Disadvantaged, and only 21% of ELL students reaching that distinction. When you consider that many of those students that are in the African American and ELL subpopulation are also in the Economically Disadvantaged population which is made up of 74.4% of our District enrollment (1389 out of 1867) it can be conceived that if we don't expand and innovate some learning opportunities for these students that more than 1300 students who already experience additional challenges associated with lower income and language barriers will also fail academically. Additionally, both our Cameron Elementary (3-5 campus) and C.H. Yoe High School (9-12) are TEA Focus schools due to low performance of certain populations. The district has also received a determination status of Needs Assistance for Special Education.

Cameron ISD has begun initiatives to address the diverse needs of many of our children and families. We offer a tutorial program at our Cameron Elementary, Cameron Junior High, and C.H. Yoe High School campuses for students who are at risk of failing a State Assessment which includes bus transportation provided for students who reside within the city limits. We offer a program for pay at Ben Milam Elementary (PK-2nd Grade Campus) for students after school to provide some academic support as well as social support called Young Yoemen University. The district provides free breakfast to every student in the District so students who are on free and reduced meal plans do not feel embarrassed by the fact that they don't have the money to pay for their meals like their non-Economically Disadvantaged peers do. The district also has adopted a bus services plan that transports over 350 students a day that live inside the 2-mile zone from their campus but that reside in an area designated as hazardous due to the fact that students would have to cross a major highway or train tracks. The district has also recently held several "town hall" type information gathering meetings titled Cameron Connections at multiple locations throughout the district to gather input from the parents and other constituents in the community about what their thoughts and beliefs were as to what the major needs of our district are. A Cameron Connections committee was established to review those submissions and determine a major area of need for our district to improve upon. The Cameron Connections committee chose the area of literacy as a major need of improvement for our district and are looking at ways to attack that issue. The committee is considering ways to put literature in the hands of students and parents as well as how to provide mentors for students. Several small grants (totaling less than \$6,000) have been written and awarded to purchase additional books to place in classroom libraries at the primary age campus. While Cameron ISD has already seen positive outcomes from many of these efforts, expanded learning opportunities and resources remain limited and are sadly insufficient to address the increasing number and complexity of student needs.

A Cameron ISD ACE program intends to build on existing resources and processes to provide innovative and high quality expanded learning opportunities at all four campuses in the district. The Cameron ISD ACE program will be overseen by the District Project Director who will support the Site Directors, ensuring all data and program outcomes are provided to enable flexible and needs based programs. The Project Director will also act as the liaison with other key partners that could be brought in from the community such as the Lions Club and Rotary Club. The ACE program will target 540 of the highest risk students (135 per campus) by prioritizing students based on the factors of: academic performance, attendance, social & emotional needs, health, and wellness. This data will be provided to Site Directors and campus administrators based on the number and severity of risk factors indicated for a given student. Students will be assigned a priority level and effort will be made to register all highest priority students prior to opening up registration to other students. While exact schedules will vary dependent on the specific needs of the students at each campus, each site will provide at least 3 hours per day of expanded learning opportunities Monday through Thursday each week. Based on the needs expressed on student and parent surveys, sites at the high school and middle school will offer morning and afternoon academic support and tutoring. A six week summer program with emphasis on literacy skills will be provided Monday through Thursday with schedules ranging from 6.5 to 8 hours per day depending on each sites specific needs. Academic support and enrichment will be provided for TEKS mastery, homework assistance, learning strategies, community based, and project learning opportunities. Certified teachers will oversee and implement this portion of the program with assistance of an academic liason to ensure activities are not only aligned with campus and district goals and objectives but are also innovative and engaging. Enrichment programs offered by community partners

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By TEA staff person:

Schedule #6—Program Budget Summary					
County-district number or vendor ID: 166901			Amendment # (for amendments only):		
Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)					
Grant period: August 1, 2018, to July 31, 2019			Fund code/shared services arrangement code: 265/352		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$529536	\$	\$529536
Schedule #8	Professional and Contracted Services (6200)	6200	\$49500	\$15000	\$64500
Schedule #9	Supplies and Materials (6300)	6300	\$48000	\$	\$48000
Schedule #10	Other Operating Costs (6400)	6400	\$101000	\$	\$101000
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$728036	\$	\$743536
Percentage% <u>indirect costs</u> (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$728036	\$	\$743536
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
Administrative Cost Calculation					
Enter the total grant amount requested:					\$
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result.					\$
This is the maximum amount allowable for administrative costs, including indirect costs:					\$

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 166901		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional			
1 Teacher			\$
2 Educational aide			\$
3 Tutor	20		\$119729
Program Management and Administration			
4 Project director (required)	1		\$70000
5 Site coordinator (required)	3		\$150000
6 Family engagement specialist (required)	1		\$45000
7 Secretary/administrative assistant	1		\$25000
8 Data entry clerk			\$
9 Grant accountant/bookkeeper			\$
10 Evaluator/evaluation specialist			\$
Auxiliary			
11 Counselor			\$
12 Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)			
13 ESC specialist/consultant			\$
14 ESC coordinator/manager/supervisor			\$
15 ESC support staff			\$
16 ESC other			\$
17 ESC other			\$
18 ESC other			\$
Other Employee Positions			
19			\$
20			\$
21			\$
22	Subtotal employee costs:		\$409729
Substitute, Extra-Duty Pay, Benefits Costs			
23	6112	Substitute pay	\$10000
24	6119	Professional staff extra-duty pay	\$20000
25	6121	Support staff extra-duty pay	\$20000
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5			
2	6140	Employee benefits	\$69807
6			
2		Subtotal substitute, extra-duty, benefits costs	\$69807
7			
2		Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):	\$529536
8			

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 166901		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Enrichment activities and sessions at 3 campuses	\$45000
2	Project evaluation 3000 per campus x 4 campuses	\$12000
3	Trainers/Guest Speakers	\$7500
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$64500
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 166901		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$48000
Grand total:		\$48000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 166901		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing.	\$
	Specify purpose:	
6412 /649 4	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$
Grand total:		\$101000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)				
166901:		Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #14—Management Plan					
County-district number or vendor ID: 166901				Amendment # (for amendments only):	
Part 1: Staff Qualifications. List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.					
#	Title	Desired Qualifications, Experience, Certifications			
1	Project Director	Project Director will have a master's degree in education field and 5+ years' experience. Experience working with at-risk students and their families required. In addition experience working with 21 st CCLC, or extended learning programs is preferred. Knowledge of or experience working with community youth programs is a plus.			
2	Site Coordinator(s)	Site Coordinators will have a minimum of a bachelor's degree in education or a related field, experience working with at-risk students and families, experience with staff supervision, and knowledge of community resources.			
3	Family Engagement Specialist	Family Engagement Specialist will have a bachelor's degree in social work, education, or related field. Master's degree preferred. Knowledge of community resources, ability to establish community relationships, and work with at-risk youth is required. Knowledge of TEKS and extended learning programs preferred.			
Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.					
#	Objective	Milestone	Begin Activity	End Activity	
1	Improve Academic Performance	1. Hire and train tutors and academic liason	08/01/2018	09/01/2018	
		2. Academic assistance and tutoring begins	09/04/2018	05/24/2019	
		3. High needs students log minimum 1 hr/wk tutoring	09/04/2018	05/20/2019	
		4. 50% attendance goal met for pull out tutoring	09/04/2018	12/14/2018	
		5. Continuous improvement plan based on sem. Data	12/15/2018	5/24/2019	
2	Improve Attendance Rate	1. Hire/contract and train enrichment staff, hire FES	08/01/2018	09/01/2018	
		2. Enrichment Activities Begin	09/04/2018	05/24/2019	
		3. 50% Attendance goal met for at-risk students	09/04/2018	12/14/2018	
		4. Minimum 2 family engagement activities per site	09/04/2018	12/14/2018	
		5. Continuous improvement plan based on sem. Data	12/14/2018	05/24/2019	
3	Increase Positive Behavior	1. Hire/contract enrichment staff, hire FES	07/01/2018	09/01/2018	
		2. Train staff in PBIS management system	08/01/2018	09/01/2018	
		3. Weekly celebration of student behavior/attendance	09/10/2018	05/31/2019	
		4. 50% attendance goal logged for at-risk students	09/04/2018	12/14/2018	
		5. Continuous improv. Plan based on semester data	12/14/2018	05/24/2019	
4	Improve grade promotion rates	1. Hire and train tutors and academic liason	08/01/2018	09/01/2018	
		2. Academic assistance and tutoring begins	09/04/2018	5/24/2018	
		3. High needs students log minimum 1 hr/wk tutoring	09/04/2018	5/20/2019	
		4. 50% attendance goal met for at-risk students	09/04/2018	12/14/2018	
		5. Continuous imprv. Plan based on semester data	12/14/2018	05/24/2019	
5	Improve 4-Year Graduation Rate	1. Hire and train tutoras and academic liason	08/01/2018	09/01/2018	
		2. Academic Assistance and tutoring begins	09/04/2018	05/24/2019	
		3. HS ACE staff collaborateto addr. graduation barriers	09/04/20018	05/24/2018	
		4. 50% attendance goal met for at-risk students	09/04/2018	12/14/2018	
		5. Continuous imprv. Plan based on semester data	12/14/2018	05/24/2019	
Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.					

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 166901

Amendment # (for amendments only):

Statutory Requirement 1: Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The superintendent held several town hall type meetings at different locations throughout the district such as campus cafeterias/libraries, community centers, and churches. These meetings known as Cameron Connections were used as information gathering sessions. They were advertised through the local radio station, the local newspaper and through district and campus social media and call-outs. Parents and community members as well as employers were encouraged to attend and give input on what they felt were needs of the district that the district needed to address. After multiple information gathering sessions a group of 30 individuals including teachers, administrators, parents, business owners, and community members established the Cameron Connections committee. The committee took the input from the information gathering sessions and narrowed their focus on which items to address, which included student literacy. The committee has met and has determined strategies to help with increasing the literacy of not only students in the district but parents as well. The committee has charged itself with increasing the amount of literature available to students and parents, as well as providing mentors to read to and read with students at school and at other locations throughout the community.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 166901

Amendment # (for amendments only):

Statutory Requirement 2: Describe the planned partnership between the applicant and the proposed eligible partner organization(s) listed on Schedule 3 – Certification of Shared Services, including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

☐ This applicant is part of a planned partnership.☒ This applicant is unable to partner.

Click and type here to enter response.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 166901

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Program goals and objectives will be achieved by providing evidence-based strategies, programs and activities. The ACE Blueprint with years of research and data in effective afterschool programs served as a model for the Cameron ISD ACE Program. Cameron ISD believes that the activities discussed below will directly impact overall student success. Academic Performance will be achieved via a multi-tiered intervention system, utilizing strategic tutoring strategies. All students will be provided with homework assistance and study skills using current homework assignments. Target students will be provided with tutors who are subject matter experts, and an academic liaison will help coordinate instruction between the students' campus teacher, tutors and parents. To increase attendance the ACE program will work with each student and their parents to develop an individual attendance plan. The ACE Site Coordinators will follow up with students and parents when a student misses more than two consecutive days of school and/or afterschool attendance. To help improve the behavior of students in the ACE program the program will utilize a positive behavioral support and intervention program. Improving promotion rates will be achieved by offering enrichment activities and goal setting to motivate them to graduate from high school. Students will have a voice in program offerings in the ACE program thereby giving them ownership and instilling a sense of pride in themselves and their school and community. To improve graduation rates the ACE program will provide academic enrichment activities based on research, including student and parent interest inventories, and best practices. Secondary students will be given additional time to access online credit recovery using Edgenuity as well as college preparation, and career exploration opportunities. Increasing knowledge about the benefits of college and career as well as military preparedness will be the focus of the ACE programs graduation initiative and will be supported by the C.H. Yoe High School College and Career Readiness Counselor. Furthermore, the Family Engagement Specialist will work with each ACE Site to increase parental involvement which will contribute to improved academic achievement and student success.

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Schedule #16—Responses to Statutory Requirements (cont.)		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">County-district number or vendor ID: 166901</td> <td style="width: 40%;">Amendment # (for amendments only):</td> </tr> </table> <p>Statutory Requirement 4: Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p>Cameron ISD has identified critical needs through analysis of multiple data sources. Sources include the Texas Academic Performance Report (TAPR), TEA School Report Cards, PEIMS data, student discipline data, student attendance data, promotion and retention data, student, parent and staff surveys, and input from the Cameron Connections committee. Proposed grant activities were chosen based on data from this multifaceted needs assessment. High quality academic enrichment is a primary goal of the Cameron ACE program. The evaluation measures addressed in this grant directly assess these strategies and will be analyzed monthly and quarterly to measure progress and to make necessary adjustments to ensure student academic as well as social and emotional growth.</p> <p>The Cameron ISD ACE program will promote healthy physical and mental lifestyles, using programs coordinated by the District Student Health Advisory Committee. The ACE blueprint was accessed as another source of research-based data for effective programs. This blueprint suggests state, regional, and national networks and resources and strategies for identifying best practices. Schools are spending less time on health related education in lieu of preparing students to meet the requirements of state accountability assessments. Therefore, it has become important to have a health and wellness strand and physical activity embedded in the ACE program.</p> <p>Cameron ISD has a documented set of policies and procedures for grant management including data collection and reporting which meet the standards as required by the State. Upon award of the 21st Century Community Learning Centers grant this policy will be updated to include specific requirements for the grant. Grant activities are based on student needs and interests and are measurable. Data will be reported through TEA, PEIMS, and the Texas 21st Century Community Learning Center Student Tracking data system. Project Director and Site Coordinators will review data at a minimum of monthly with weekly review in place whenever possible. They will conduct data review meeting with staff to discuss progress toward goals and objectives, and make appropriate program adjustments and action plans as needed. Progress toward objectives will be reviewed quarterly with the entire Cameron Connections committee as well as bi-annually with the District Advisory Committee.</p>	County-district number or vendor ID: 166901	Amendment # (for amendments only):
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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 166901

Amendment # (for amendments only):

Statutory Requirement 5: Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Certified teachers already employed by Cameron ISD will provide homework assistance and targeted intervention/tutoring as well as academic mentoring for students identified for grant services. District Instructional Coordinators will work with the Project Director and Site Coordinators to ensure that students receive individualized tutoring according to their needs and to ensure that academic activities are aligned with appropriate grade level TEKS. ACE students will have the advantage of services/materials obtained through previous grants received by Cameron ISD such as the Technology Lending Grant which provides students with access to personal learning devices at the secondary levels. The district has truly embraced technology through the award of this grant in the past and has issued each student in grades 6-12 with a Google Chromebook that they use to access their textbooks online. In addition, the Yoe HS ACE students will have access to the library which houses PC's that can be used for credit recovery through Edgenuity. Elementary and Junior High students will have additional access to technology through the use of the on campus computer labs at each Site. The ACE Site Coordinators and the ACE Family Engagement Specialist will work with district counselors and campus staff to identify barriers to attendance and to engage families and give them a voice and ownership of the campus centers. High interest enrichment activities will be provided that aligns with student's needs and choices. Student, staff, and parent survey results will be reviewed to determine what activities students might be most interested in thus increasing interest and attendance. Small group and individual counseling will be available to increase well-being and address individual issues impacting attendance. Positive behavior will be encouraged through use of the restorative behavior model. Training for ACE program staff will be provided in the restorative behavior model. Excellent behavior will be recognized at award ceremonies throughout the year with families invited. Multiple family events and parent/child activities will be offered encouraging positive behavior. Small group counseling will be available to increase well-being and reduce referrals. It is believed that giving students a voice and thus a choice in the activities offered will increase active participation thereby reducing negative discipline incidents. The ACE Summer program will focus on literacy and will be just as important as school year support in order to prevent "summer slide." Summer enrichment programs will include building background knowledge and academic vocabulary that is so important for future learning. Cameron ISD will incorporate new forms of learning in an artful blend of core academic learning, hands-on activities, skill building, arts, sports, and building meaningful relationships. The Project Director and Site Coordinators will work with campus and district staff to target students who are most at-risk of dropping out of school. Increased availability of academic help through the Cameron ISD ACE program will increase grade promotion rates. ACE program strategies will emphasize student advocacy and goal setting ACE programs activities promoting healthy lifestyles such as cooking, exercising are those that students are often interested in and will be offered. Offering enrichment activities in healthy lifestyles will positively impact promotion and graduation rates and overall community well-being. Site Coordinators will work with counselors, the YHS college and career readiness center, and campus administration to target and mentor at-risk students. Community volunteers will also be available to serve as mentors. Youth leadership strategies will be implemented. Student interest surveys will be used to determine program needs such as career nights, college visits, scholarship and financial aid assistance, etc. for students and parents.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 166901

Amendment # (for amendments only):

Statutory Requirement 6: Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Upon notification of funding Cameron ISD will develop a press release for the local newspaper and radio station to announce the project including Site locations, start dates, and where to seek further information. This information will also be sent home to parents through mailings, E-mail blasts, and through campus and district social media sites. District leadership along with the Project Director will utilize the Texas ACE 21 website to select and help with developing Cameron specific outreach materials and templates to assist with the marketing initiative and communication.

Cameron ISD will provide information about each site on its district website as well as individual center information on each campus website where the actual ACE site is located. District wide information calls will be scheduled on the district-call out system. The E-mail blasts will be sent to all families and community members. Announcements will be made at all district athletic events that utilize the Game Time announcement system. All information will be provided in both English and Spanish.

Prior to the registration window, parents of students targeted for the program will be contacted to introduce the ACE Program and to encourage them to enroll their student. Cameron ISD will use events scheduled in August and the first part of September such as Meet the Teacher Night, Campus Open House, and PreK/Kindergarten Round Up to talk with parents about this opportunity.

The Project Director, the Family Engagement Specialist, and the Assistant Superintendent along with campus counselors will coordinate tables and presentations at these events to ensure a consistent message is projected to all. The Cameron Connections committee will also be asked to participate in an awareness campaign to reach the committee member's own constituents. In addition, organizations like the Cameron Public Library and the local clinics will be given information to disseminate to their clients and participants.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 166901

Amendment # (for amendments only):

Statutory Requirement 7: Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The Cameron ISD ACE program proposes to fund expanded learning opportunities for students identified as most at-risk at Ben Milam Elementary (PK-2), Cameron Elementary (3-5), Cameron JH (6-8) and C.H. Yoe High School (9-12) after school at all four campuses and for six weeks during summer break. Learning activities will be closely aligned to school day curriculum but will supplement regular academic activities and curriculum by meeting students where they are and expanding concepts to engage students in learning experiences that provide a greater depth of understanding. Cameron ISD will provide in town bus transportation to the morning program at Cameron JH and C.H. Yoe High School and home in town at the end of the afternoon schedule for all campuses. Staff will sign students out and escort students to the appropriate bus. The Cameron ISD sign out procedure for sign out during the school day will be followed during the ACE program to provide for consistency with parents. Students will not be released to parents or designees without proper identification. Designees must be authorized in advance by the parent on the student's enrollment form. Students who have permission to drive to C.H. Yoe High School will also be allowed to drive to and from site activities as long as all other enrollment procedures are followed, they have parent permission, and they follow the ACE sign in/sign out procedures. Grant funds will be used only for supplemental buses and routes needed exclusively for the ACE program.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 166901

Amendment # (for amendments only):

Statutory Requirement 8: Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores). **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Cameron ISD ACE Sites will follow current school district procedures to become volunteers (VIPS – Volunteers In Public Schools) and clear criminal background checks, fingerprinting, and meet all district criteria and state guidelines to be eligible to volunteer with school age children. In addition to this, the Cameron ISD ACE Project Director and Site Directors will work collaboratively together to develop job descriptions for volunteer positions. Potential volunteers will go through an interview process to be sure that they are a good match and that their service assignment will provide mutual benefit to the program as well as to the volunteer. Volunteers will be provided orientation, will sign in and out, keep a log of hours volunteered and will be provided clear expectations and needed support to be successful in their placement. In addition, volunteers will be afforded the opportunity to participate in training and collaborative planning with ACE staff when appropriate. Senior citizen volunteers will be sought and recruited whenever possible. Recent research has documented multiple benefits of age friendly communities where senior citizens become a valuable resource and develop relationships with the youngest generation. With increasing mobility and changing demographics many young people are no longer able to have the opportunity to have a close relationship with their extended families and grandparents. Relationships established with senior citizen volunteers can help with bridging this gap. The Cameron ISD ACE program will also reach out to the Retired Teachers Association to assist with recruiting top-quality volunteers.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 166901

Amendment # (for amendments only):

Statutory Requirement 9: Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Cameron ISD is under the belief that the community will continue the efforts of the Cameron ISD ACE program should we receive this grant through multiple resources. One of those resources is to redirect district funds to help with the funding of the program. Another hope is that the community sees the benefits of the program and will step forward and continue to volunteer to serve as mentors and tutors for students as well as to assist with running enrichment activities that include things like arts and crafts, music, dance, and other physical activities. The district will look for outside entities that might be willing to come in and sponsor some of these activities like they have with 44 Farms which is a locally owned nationwide beef production company that sponsors the Cameron ISD-44 Farms Relays. The district will also look to apply for other grants to continue to do the good work that will be done for the students and parents in Cameron ISD through the 21st Century Community Learning Centers Grant. This will result in opportunities at no cost to the ACE program such as counseling services, field trips, extended lab hours, parent literacy events, and community college services for families. All current community partners have been engaged and have pledged to support Cameron ISD's ongoing efforts.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 166901

Amendment # (for amendments only):

Statutory Requirement 10: Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Cameron ISD has established a collaborative with neighboring school districts for grade level and subject areas where teachers along with curriculum specialists and district level staff meet throughout the year to develop common assessments and review data of these assessments based on the TEKS. They review the outcomes and develop and adjust instructional strategies to meet students' needs in each district. These leaders then take the information and resources back to their district/campuses to be reviewed in professional learning communities (PLCs) and be implemented in the classroom. The high school partners with a local nursing home to offer certification to students to earn their Certified Nursing Assistant (CNA) certification. The district also partners with Temple College to offer Dual Credit to students in the areas of English and History on campus as well as with The University of Texas Permian Basin to offer Dual Credit online. Students are also provided the opportunity to earn Articulated Credit through Temple College by completion of certain CTE Courses at Yoe High School. Students at Yoe High School are also eligible to attend the Texas Bioscience Institute to earn their Associates Degree upon graduation from high school. In order to assure alignment with school day programs and to maximize resources, the Cameron ISD ACE program will work diligently to integrate these programs into existing learning opportunities.

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Schedule #17—Responses to TEA Program Requirements					
County-district number or vendor ID: 166901			Amendment # (for amendments only):		
TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.					
Center 1	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
	Ben Milam Elementary School		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	9-digit campus ID number:	166901104			
	Cost per student	\$			
	"Regular" student target (to be served 45 days or more annually):	135	Parent/legal guardian target (in proportion with student target):	85%	
		Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name				
	9-digit campus ID number				
Estimated transportation time					
Center 2	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
	Cameron Elementary School		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	9-digit campus ID number:	166901101			
	Cost per student	\$			
	"Regular" student target (to be served 45 days or more annually):	150	Parent/legal guardian target (in proportion with student target):	85%	
		Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name				
	9-digit campus ID number				
Estimated transportation time					
Center 3	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
	Cameron Junior High		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	9-digit campus ID number:	166901041			
	Cost per student	\$			

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	"Regular" student target (to be served 45 days or more annually):	150	Parent/legal guardian target (in proportion with student target):	75%
		Feeder school #1	Feeder school #2	Feeder school #3
	Campus name			
	9-digit campus ID number			
	Estimated transportation time			
Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 166901 Amendment # (for amendments only):				
Center 4	Name and physical address of center site:		The campus is (check all that apply):	
	C.H. Yoe High School		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School >50.3% Students 'At Risk' per 2016-2017 TAPR	
	9-digit campus ID number:	166901002	Grade levels to be served (check all that apply):	
	Cost per student	\$	<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 12	
	"Regular" student target (to be served 45 days or more annually):	105	Parent/legal guardian target (in proportion with student target):	60%
		Feeder school #1	Feeder school #2	Feeder school #3
	Campus name			
	9-digit campus ID number			
	Estimated transportation time			
	Center 5	Name and physical address of center site:		The campus is (check all that apply):
		<input type="checkbox"/> <input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School >50.3% Students 'At Risk' per 2016-2017 TAPR		
9-digit campus ID number:			Grade levels to be served (check all that apply):	
Cost per student		\$	<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
"Regular" student target (to be served 45 days or more annually):			Parent/legal guardian target (in proportion with student target):	
		Feeder school #1	Feeder school #2	Feeder school #3
Campus name				
9-digit campus ID number				
Estimated transportation time				
Center 6		Name and physical address of center site:		The campus is (check all that apply):
			<input type="checkbox"/> <input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School >50.3% Students 'At Risk' per 2016-2017 TAPR	
	9-digit campus ID number:		Grade levels to be served (check all that apply):	
	Cost per student	\$	<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):	
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more annually):		target):	
	Feeder school #1	Feeder school #2	Feeder school #3
Campus name			
9-digit campus ID number			
Estimated transportation time			

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 166901

Amendment # (for amendments only):

Center 7	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
			<input type="checkbox"/> <input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> <input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	Cost per student		\$			
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):	
			Feeder school #1		Feeder school #2	
	Campus name					
	9-digit campus ID number					
	Estimated transportation time					
Center 8	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
			<input type="checkbox"/> <input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> <input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	Cost per student		\$			
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):	
			Feeder school #1		Feeder school #2	
	Campus name					
	9-digit campus ID number					
	Estimated transportation time					
Center 9	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
			<input type="checkbox"/> <input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> <input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	Cost per student		\$			
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):	
			Feeder school #1		Feeder school #2	
	Campus name					
	9-digit campus ID number					
	Estimated transportation time					

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	Campus name			
	9-digit campus ID number			
	Estimated transportation time			
Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 166901			Amendment # (for amendments only):	
Center 10	Name and physical address of center site:		The campus is (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	
	9-digit campus ID number:		Grade levels to be served (check all that apply):	
	Cost per student	\$	<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):	
	Feeder school #1		Feeder school #2	
	Feeder school #3			
	Campus name:			
	9-digit campus ID number			
Estimated transportation time				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 166901

Amendment # (for amendments only):

TEA Program Requirement 2: Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Cameron ISD undergoes and continual needs assessment process to inform our district and campus advisory committees. Those committees as well as campus and district level administrators use data such as formative and summative assessments, surveys from students, parents and teacher input to make adjustments to the campus and district budget. From these decisions Cameron ISD determines what products or services need to be obtained to improve student performance. Cameron ISD students' needs vary greatly and are individualized by campus to include professional development needs, curriculum needs, intervention needs, socioemotional needs, enrichment activities, and whatever else is needed for the benefit of the students on our campuses.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 166901

Amendment # (for amendments only):

TEA Program Requirement 3: Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Cameron ISD undergoes a continual needs assessment process to inform our district and campus advisory committees who develop our district and campus improvement plans. Those committees use data such as formative and summative assessments, surveys from students, parents and teacher input to make adjustments to the improvement plans through the district and campus advisory committee meetings. From these decisions Cameron ISD determines what products or services need to be obtained to improve student performance. Cameron ISD students' needs vary greatly and are individualized by campus to include professional development needs, curriculum needs, intervention needs, socioemotional needs, enrichment activities, and whatever else is needed for the benefit of the students on our campuses. The district also holds meetings to support campus level personnel and utilizes the T-TESS and T-PSS models for evaluation and improvement. District personnel help inform the master scheduling process, train and support campus instructional coordinators, and train and support campus administrators so they can better support the teachers on their campuses. These meetings are ongoing and are tailored to the needs of the individual campuses. This may include lesson planning, teaching strategies, and sharing hands on activities, and formative assessments that will help support the skills being taught in the classroom.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 166901

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 166901

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 166901

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 166901

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 166901

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 166901

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation			
County-District Number or Vendor ID: 166901		Amendment number (for amendments only):	
Important Note: All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule <u>regardless of whether any private nonprofit schools are participating in the program.</u> Failure to complete this schedule will result in an applicant being disqualified.			
Questions			
1.	Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<ul style="list-style-type: none"> • If your answer to this question is yes you must answer question #2 below. • If your answer to this questions is no, you do not address question #2 or the assurances below. 			
2.	Are any private nonprofit schools participating in the grant?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> • If your answer to this question is yes, you must read and check the box next to each of the assurances below. • If your answer to this question is no, you do not address the assurances below. 			
Assurances			
<input checked="" type="checkbox"/>	The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.		
<input checked="" type="checkbox"/>	The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.		
<input checked="" type="checkbox"/>	The applicant assures that the total grant award requested on Schedule #6—Program Budget Summary includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.		

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